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ABSTRACT

A two-phase survey, employing two different survey instruments, was sent in January of 1988 to 51 institutions in Illinois engaged in teacher preparation. Each instrument was aimed at gaining information concerning either the extent of, or reaction to, middle-level teacher preparation in Illinois. The first phase was aimed at examining the extent of specific training programs at the middle-level. The second survey instrument targeted reactions to possible middle-level preparation and certification regulation. The data from the study indicate that the desired state of affairs matches closely existing middle-level programs in the state and that teacher education institutions recognize early adolescence as a distinct developmental phase requiring special understanding from middle-school teachers. This paper treats the results of both surveys independently and discusses the future of teacher preparation and certification at the middle-level in Illinois. Survey forms are appended. (JD)

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FUTURE THINKING:

A Survey of Teacher Preparation and Certification at the Middle-Level in Illinois

(1988)

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FUTURE THINKING:

A SURVEY OF TEACHER PREPARATION AND CERTIFICATION AT THE MIDDLE-LEVEL IN ILLINOIS (1988)

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Tom Dickinson
Georgia Southern College
Statesboro, Georgia
October, 1988

THE STATE OF THE STATE

Certification as the primary goal of teacher preparation programs is an undenyable fact. Whether under the auspices of public or private higher education institutions, programs preparing future teachers are conceptualized, molded, and guided by the certification standards in existence in that state. Allocation of resources, whether people or material, is dictated not by a philosophical stance, research base, or understanding of student classroom needs, but by the codified requirements necessary to gain valid certificates for one's graduates.

The state of teacher preparation in Illinois is anchored upon its current certification pattern. Illinois maintains two broadly defined certificates for classroom teachers, an elementary and a secondary certificate, as well as a specialized early childhood certificate. Both the elementary certificate, which covers grades K-9, and the secondary certificate, covering grades 6-12, have separate and distinct preparation criteria and requirements.

But while the state of Illinois maintains supposedly separate and distinct teaching certificates, the certificates are not, in fact, totally separate and distinct. The elementary and secondary certificates overlap in grades 6-9, grades populated by early adolescents aged ten thru fourteen. Neither the elementary nor the secondary certificate maintains any requirements specifically aimed at this age/grade range. In addition, the existence of an early childhood certificate, aimed at a distinct developmental age, is haunting in the absence of any provisions for early adolescence.

The absence of specific requirements at the middle-level under either certificate (or the absence of a separate and distinct certificate covering the middle-level) is at variance with the structure of schooling in Illinois as well as the needs of early adolescents. School districts in Illinois, as do their counterparts throughout the United States, maintain a tripartite structure of schooling. Whether labeled middle school, intermediate, or junior high, over 500 middle-level schools link elementary and secondary education throughout the state. Yet the vast majority of teachers in Illinois who staff middle-level schools were trained to teach at either the elementary or secondary level, not the middle.

As a distinct developmental age group early adolescents have a range of identifiable needs, both as learners and as individuals transitioning from childhood to adolescence. These individuals need professionally trained educators who can respond to them with developmentally appropriate instruction as well as programs and activities that provide a range of opportunities to develop and

test newfound skills and abilities. Yet with the current certification pattern in existence in Illinois, an early adolescent is not likely to find an educator trained for his/her age group. For most beginning middle-level teachers in Illinois the only experience they have with early adolescence is their own.

Recognizing the concern surrounding the state of middle-level teacher preparation in Illinois, the Blue Ribbon Committee on the Improvement of Teaching as a Profession issued the following recommendation in its final report in the Spring of 1987:

> The State Board of Education should establish a statewide task force to examine the middle years of schooling in Illinois, including but not limited to the appropriate requirements for teachers at this level.

BACKGROUND OF THE STUDY

Given the existing certification pattern and the recommendation concerning middle-level education by the Blue Ribbon Committee, two questions relative to teacher preparation and certification have increased in importance: "To what extent are teacher preparation programs in Illinois already engaged in specific training for teachers at the middle-level?" and, "How would teacher preparation institutions, currently preparing teachers for elementary and/or secondary levels, react to preparation and certification regulations for the middle-level?"

C. Kenneth McEwin and William M. Alexander have conducted two national surveys of AACTE institutions relative to special preparation programs at the middle level (McEwin and Alexander, 1982 and 1987). Data from these two surveys revealed the existence of several preparation programs at the middle-level in Illinois. However, because many colleges and universities do not hold membership in AACTE, the total extent of middle-level programs in Illinois was not available from this data. Additionally, no data was available from sources within the state concerning specific training programs at the middle-level.

A two-phase survey, employing two different survey instruments, was sent in January of 1988 to 51 institutions in Illinois engaged in teacher preparation. Each instrument was aimed at gaining information concerning either the extent of or reaction to middle-level teacher preparation in Illinois. The first phase was aimed at examining the extent of specific training programs at the middle-level by using the McEwin-Alexander instrument, "Middle Level (Middle/Junior High

School) Teacher Education Survey", from the 1986-1987 national survey. The second survey instrument, "Future Thinking: A Survey of Teacher Preparation and Certification at the Middle-Level in Illinois", targeted reactions to possible middle-level preparation and certification regulation. This survey comprised the second phase of the project. Of the 51 institutions surveyed, 43 (84 percent) responded to the McEwin-Alexander instrument while 30 (59 percent) responded to "Future Thinking".

While comparisons between the data gained from this survey of Illinois institutions and the most recent national data contained in McEwin-Alexander (McEwin and Alexander, 1987) are not appropriate, readers are invited to examine both documents to gain an understanding of the extent of specific teacher training programs at the middle-level in Illinois and the nation.

The following discussion treats the results of both surveys independently. This discussion is then followed by commentary on the future of teacher preparation and certification at the middle-level in Illinois.

PHASE ONE

Special Preparation Programs

While Illinois maintains elementary (K-9) and secondary (6-12) certificates with a four-grade overlap in the middle years of schooling, it is not devoid of special preparation programs aimed at this level. Six institutions, listed in Table 1, equally distributed between the public and private sector, offer special training programs. However, while it is noteworthy that this number of programs exist, they total only 14 percent of all responding institutions. The disparity between "involvement" and "non-involvement" is best illustrated by stating the situation in the negative: 86 percent of the responding institutions do not offer special preparation programs at the middle-level.

ILLINOIS INSTITUTIONS HAVING SPECIAL PREPARATION PROGRAMS FOR THE MIDDLE-LEVEL

Institution	Public	Private
Eastern Illinois University	X	
Eureka College		X
Illinois State University	X	
National College of Education		X
Southern Illinois University	X	
St. Xavier College		X

Table 1

The six institutions with middle grades programs offer them at three of the four degree levels found in Illinois. As shown in Table 2, the majority of degree programs are offered at the baccalaureate level, with half of the programs providing masters work and even two programs operating at the terminal degree level.

NUMBER AND PERCENT OF INSTITUTIONS WITH SPECIAL PROGRAMS BY DEGREE LEVEL

Degree	Number	% of Institutions Having Programs	% of all Responding Institutions
Undergraduate	5	83	12
Masters	3	50	7
Specialist	0	--	--
Doctorate	2	33	5

Table 2

Degree programs are categorized in one of three forms--major specialization, "add on" courses to another program (elementary or secondary), and special courses. Table 3 shows that a major specialization on the undergraduate level is the most common form of program offering. However, half of all programs offered are "add on" or special courses and do not compose a major specialization in middle-level education.

TYPES OF PROGRAMS OFFERED BY DEGREE LEVEL

Program Type	Undergraduate	Masters	Specialist	Doctorate
Major Specialization	4	1	-	-
Add on	-	1	-	1
Special Courses	1	1	-	1

Table 3

Program Size and Organization

With the exception of two programs, enrollments in middle-level programs at all degree levels in Illinois are small. The two exceptions, Illinois State University and Eastern Illinois University, are also among the top producers of teachers at the undergraduate level in Illinois and both offer major specializations at the undergraduate level. In addition, the program at Illinois State University is one of the largest middle-level teacher education programs in the country. Enrollment data is provided in Table 4.

ENROLLMENTS IN DEGREE PROGRAMS

Size of Enrollment	Undergraduate	Masters	Specialist	Doctorate
0- 25	3	3	-	2
25-100	-	-	-	-
101-125	1	-	-	-
Over 125	1 (285)	-	-	-

Table 4

Because of the relatively small number of students enrolled in specialized teacher training programs at the middle-level, it is understandable that no independent departments house these programs. In addition, given the nature of Illinois' overlapping certificates and the mixture of large public universities and small liberal arts colleges that do offer middle-level programs, the variety of departments responsible for programs, as indicated in Table 5, is not unexpected.

DEPARTMENTS RESPONSIBLE FOR PROGRAMS

Departments	Number
Curriculum and Instruction	2
Elementary Education	2
Secondary Education	1
Education	1

Table 5

Middle-level education, heir to the historic junior high school and the contemporary middle school, has continually gone by a range of names and descriptors. Therefore, differences in program identification are not unusual or unanticipated. Table 6 shows the range of terminology used to identify middle-level programs.

IDENTIFICATION OF PROGRAMS BY THE INSTITUTION

Identification	Number
Middle/Junior High School	3
Middle School	1
Junior High School	1
Upper Intermediate	1

Table 6

Course Offerings

While Illinois is silent on the subject of what constitutes the appropriate preparation of middle-level teachers, there are standards, guidelines and position papers by organizations at the national level involved in middle-level education. Two of these organizations, the National Middle School Association in its position paper Professional Certification and Preparation for the Middle Level (NMSA, 1986) and the National Association of Secondary School Principals in An Agenda for Excellence at the Middle-Level (NASSP, 1985) advocate certain "essentials" in the preparation and training of middle-level teachers. These "essentials" include the following:

1. aspects of early adolescent development;
2. middle-level curriculum and teaching;
3. field experience with middle-level youth;
4. preparation in at least two academic teaching fields;
5. specialized methods courses and content area reading.

It is interesting to note the commonalities between the "essentials" advocated by NMSA and NASSP and the composition of the specialized programs at the middle-level in Illinois. Table 7 shows the course offerings at the undergraduate and graduate level of institutions with specialized middle-level programs. The remarkable consistency between programs, in the absence of specific requirements, certainly suggests a common agreement on what constitutes the basic elements of a program aimed at preparing teachers for service at the middle-level.

NUMBER OF INSTITUTIONS OFFERING SELECTED COURSES/EXPERIENCES

Course/Experience	Undergraduate	Graduate
Field Experiences	5	2
Middle School Concept	4	3
Middle Level Learner	4	2
Reading	4	1
Academic Concentrations		
One	3	1
Two	2	--

Table 7

Teacher preparation is not the only focus of institutions dealing with middle-level education in Illinois. Southern Illinois University offers a special graduate program for principals at the middle-level. However, the singularity of this administrative training program only highlights the magnitude of concern that should exist over specialized middle-level preparation programs.

Program Expansion and Development

While there is and should be concern over the status of teacher preparation programs at the middle-level in Illinois, there may be cause for cautious optimism. Two institutions currently offering specialized programs have plans underway to expand their offerings. At National College of Education, where the middle-level program is offered at the graduate level, there are plans to offer more course work in middle-level education to undergraduates. Eastern Illinois University is expanding its existing undergraduate middle-level program from the secondary (6-12) level to include an additional middle-level option under the elementary (K-9) program.

As shown in Table 8, other institutions throughout the state report planned program development. These six institutions, when added to the existing institutions offering specialized

middle-level training programs, would constitute a significant portion of the state's teacher education institutions.

INSTITUTIONS WITHOUT PROGRAMS REPORTING PLANNED PROGRAM DEVELOPMENT

Institution	Public	Private
Aurora University		X
De Paul University		X
Governors State University	X	
Sagamon State University	X	
Southern Illinois University-Edwardsville	X	
University of Illinois	X	

Table 8

PHASE TWO

Possible Certification Scenarios

What form of certification do teacher education institutions in Illinois deem desirable in relation to teacher preparation at the middle-level? Institutions were provided eight possible scenarios, listed in Table 9, relative to future certification patterns and asked to rank order their top three choices. These choices ranged from the continuation of the current elementary and secondary overlap ("Scenario A") to the establishment of a separate and distinct middle-level certificate ("Scenario H"), with a range of possible options between these two positions.

Institutional choices were spread over a range of scenarios, as shown in Table 10. The information in Table 10 is arranged to show first, second, and third rank order choices as well as aggregate totals for each scenario. Scenario C, which provided for middle-level requirements under the current overlapping pattern, drew the majority of support, both in first rank and in total choice (first through third). This choice of Scenario C for both first and total choices held true for various sub-groupings of institutions--all institutions without programs, both state and private.

POSSIBLE CERTIFICATION SCENARIOS

Scenario A	Continue current overlapping certification patterns with no change in requirements.
Scenario B	Continue current overlapping certification patterns with some additional requirements relative to the middle-level but without any recognition under either certificate.
Scenario C	Continue current overlapping certification patterns with requirements for teaching at the middle-level provided for under both certificates and with recognition of middle-level under each.
Scenario D	Move to separate elementary and secondary certificates with requirements for teaching at the middle-level included under the elementary certificate as an approved option.
Scenario E	Move to separate elementary and secondary certificates with requirements for teaching at the middle-level included under the secondary certificate as an approved option.
Scenario F	Move to separate elementary and secondary certificates with middle-level requirements and recognition in the form of a distinct endorsement under the elementary certificate.
Scenario G	Move to separate elementary and secondary certificates with middle-level requirements and recognition in the form of a distinct endorsement under the secondary certificate.
Scenario H	Move to a separate and distinct middle-level certificate with its own specific requirements.

Table 9

POSSIBLE SCENARIOS: ALL RESPONDING INSTITUTIONS (N=30)

Rank Order	A	B	C	D	E	F	G	H
First	5	1	10	3	1	1	2	7
Second	3	9	1	5	2	5	4	1
Third	4	4	8	3	6	1	-	2
[1]Totals	25	25	40	22	13	14	14	25

[1]First choice equals 3, second equals 2, third equals 1.

Table 10

Two clear patterns emerge from the institutional choices concerning middle-level certification:

1. Institutions clearly indicate that requirements for teaching at the middle-level should take shape under some form of certification;
2. Institutions split into roughly equal camps concerning the desirability of overlapping or separate certificate patterns for middle-level education.

Grade Level Configurations

Grade level configurations are an important aspect of certification at any level. As we have seen, current certification allows individuals under each certificate to teach in grades 6-9. Institutions were asked to respond to grade level configurations given a possible separate middle-level certificate. This information is shown in Table 11 and is arranged to illustrate first, second, and total rank order choices.

POSSIBLE GRADE LEVEL CONFIGURATIONS:
ALL RESPONDING INSTITUTIONS
(N=30)

Grade Level	First	Second	[1] Total
5-8	13	2	28
6-8	8	8	24
7-8	-	4	4
5-9	3	4	10
6-9	2	4	8
7-9	2	3	7

[1] First choice equals 2, second equals 1.

Table 11

Distinctive patterns, as with certification scenarios, emerge from the institutional responses to possible grade level configurations:

1. Grade levels 5-8 and 6-8 are clear and distinct choices over all other configurations;
2. The 5-8 and 6-8 pattern remained a clear and distinct choice for sub-groupings of institutions--institutions with programs, without programs, state institutions, and private institutions;
3. The most restrictive configuration, grades 7-8, drew the fewest total choices (4), and no institution chose this grouping as a first choice;

4. The inclusion of the 9th grade in configurations (5-9, 6-9, 7-9) drew substantially fewer choices, both first and total, for that grade grouping when compared to similar grade groupings without the 9th grade;
5. With the exception of the 7-8 configuration, the traditional junior high grade configuration (7-9) drew the fewest total choices.

Teacher Preparation

The preparation of teachers for the middle-level involves collegiate work dealing with a variety of professional education topics--both in the classroom and through field-based experiences. Institutions were asked to respond to a list of possible topics that involved professional preparation of middle-level teachers, regardless of certification coverage. Table 12 indicates the percentage of institutions that found each topic a desirable element of middle-level preparation.

POSSIBLE PROFESSIONAL PREPARATION:
ALL RESPONDING INSTITUTIONS
(N=30)

Desirable Professional Education Topics	Percent
Developmental aspects of early adolescence	97
Middle-level curriculum	90
Middle-level instructional methods	90
Reading for early adolescents	90
Goals of middle-level education	86
Study skills for early adolescents	80
Team teaching in middle-level schools	73
Interdisciplinary team organization	70
Interdisciplinary teaching methods	66
Middle-level school organization	63
Exploratory programs for early adolescents	60
Teacher-based advisory programs	53
History of middle-level education	33
Desirable Field Experiences	**Percent**
Early field experiences in middle-level schools	97
Student teaching in middle-level schools	97

Table 12

The information in Table 12 provides strong support for components of middle-level programs already in existence in the state. In turn, there is almost total agreement between positions taken by national middle-level organizations and institutions in Illinois on the "essentials" of professional education at the middle-level--developmental aspects, middle-level curriculum and instruction, reading for early adolescents, and field experiences.

Professional preparation involves coursework in the content/subject area that one will eventually teach. NMSA and NASSP advocate professional preparation in at least two academic teaching fields. Institutions were asked to indicate the number and amount of content preparation desirable for middle-level teachers. Table 13 shows this information.

POSSIBLE CONTENT PREPARATION:
ALL RESPONDING INSTITUTIONS
(N=30)

Content Preparation	Percent	Range of Preparation
One content field	13	21-40 hours
Two content fields	50	
First preparation		14-32 hours
Second preparation		12-30 hours
No response	37	

Table 13

While the large percentage of "No response" to this question makes generalizations difficult, there are certain indications from the responses concerning content preparation at the middle-level:

1. Half of all respondents indicated desirable preparation in two content/subject area fields as advocated by the two major national middle-level organizations;
2. The range of preparation advocated, for both one and two content/subject area fields, reflect the existing bipolar orientation of the current overlapping certificates.

Responses to Possible Certification Regulation

Institutions were asked how they would react to middle-level teacher education regulations under any of the previously outlined certification scenarios. Overall, institutional responses were positive to development and implementation of middle-level programs under some form of regulation.

This positive response was true for both public and private institutions. One private university, without a middle-level program, responded:

> We would be delighted and respond with a program. We have been interested in exploring areas with 24 hrs. specialization in each area for some time.

There were institutions that responded negatively to the prospect of middle-level regulation. The following statement, in reaction to a separate certificate for the middle-level, is from a private liberal arts college without an existing program. The concluding sentence sums up the position of several institutions that responded negatively.

> If grades 6-8 were to be recommended for approval separate from the secondary certificate and that certificate became a 9-12 certificate, we would resist it vigorously as an acceptable alternative certification pattern. We would not offer a program leading to middle grade certification under any circumstances, due to institutional constraints for program expansions.

COMMENTARY

"What future for the middle?"

When futurists speak about what may be, they often divide the future into three alternatives--possible, probable, and preferred futures. Any look ahead for middle-level education in Illinois could well fit any one of the three alternative scenarios.

The data gained from the survey "Future Thinking: A Survey of Teacher Preparation and Certification at the Middle-Level in Illinois" speaks for a preferred future as seen by teacher education institutions in the state. The desired state of affairs, as indicated by the data, matches closely existing middle-level programs in the state as well as recommendations from national organizations.

On the national level the question "What future for the middle?" is being answered. The National Middle School Association has recently become a member organization of NCATE, the National Council for Accreditation of Teacher Education. This accrediting body is using program standards written by its member organizations to guide and judge teacher training programs that colleges and universities offer. The National Middle School Association is currently in the process

of writing program standards for middle-level teacher education programs. Ás these standards are written, adopted, and applied to programs across the country, a probable future for Illinois may be being created. For those teacher education institutions in the state, both with existing programs and in the process of development, there will be standards to guide practice and judge outcomes. For those institutions operating under existing certification standards, both elementary and secondary, there will continue to be a lack of requirements and direction for the middle-level. The gap between these two groups will continue to widen, with obvious implications for both graduates seeking jobs and schools seeking teachers.

Since Illinois has recognized early childhood as a developmental age through the creation of a teaching certificate, it is possible that this same recognition could be granted to early adolescence through some form of certification requirements. Or it is possible that the present absence of any requirements to teach at the middle-level will continue.

For Illinois, the question remains unanswered--"What future for the middle?"

Applachian State University, Boone, NC 28608

MIDDLE LEVEL (MIDDLE/JUNIOR HIGH SCHOOL) TEACHER EDUCATION SURVEY

Name of Institution: _____ ☐ State ☐ Private

Location: _____

Current Enrollment in Teacher Education: _____

1. Does your institution have a special training program for middle level (middle and/or junior high school) teachers?

	YES	NO	
Undergraduate.....			Current Enrollment_____
Masters.....			Current Enrollment_____
Specialist (6th Year).....			Current Enrollment_____
Doctorate.....			Current Enrollment_____

2. If no program now, does your institution plan to develop such a program in the future? ☐ Yes ☐ No

3. If no program now, please sign on last page and return.

☐ CHECK HERE IF YOU WISH A REPORT OF THE RESULTS OF THIS SURVEY.

IF YOUR INSTITUTION DOES HAVE A SPECIAL PROGRAM FOR MIDDLE LEVEL TEACHERS, PLEASE RESPOND TO THE FOLLOWING:

4. How is the program identified? ☐ Middle Level ☐ Middle School ☐ Middle/Junior High School ☐ Intermediate ☐ Middle Grades ☐ Other_____

5. Please check the applicable description below of each program:

	YES
UNDERGRADUATE	
A Major Specialization.....	
Add on (added to an existing program).....	
Special Courses (as part of another program)....	
MASTERS	
A Major Specialization.....	
Add on (added to an existing program).....	
Special Courses (as part of another program)....	
SPECIALIST (6th Year)	
A Major Specialization.....	
Add on (added to an existing program).....	
Special Courses (as part of another program)...	
DOCTORATE	
A Major Specialization.....	
Add on (added to an existing program).....	
Special Courses (as part of another program)...	

6. By what department or departments is/are your program(s) provided? ☐ Elementary Education ☐ Secondary Education ☐ Independent Department (i.e., middle level education) ☐ Curriculum and Instruction ☐ Other _____

7. Which of the following types of special courses are offered as part of your middle level program(s)?

	Undergraduate	Graduate
The Middle School/Level (concept, movement, rationale)		
The Middle Grades Learner		
Reading (especially for this level)		
Field Experiences (at the middle level)		
Broad Academic Concentrations(s)		
One Academic Concentration Required		
Two Academic Concentrations Required		
Three Academic Concentration Required		
Four or More Academic Concentrations Required		
Other Special Courses		

8. Is some type of special certificate required in your state for teaching in: ☐ Middle Level Schools

☐ Middle Schools ☐ Junior High Schools ☐ Upper Levels of Elementary Schools

☐ Other Types of Intermediate Schools? Please explain.

9. Are plans being made in your state to change middle level certification patterns? ☐ Yes ☐ No
If so, please explain.

10. Are plans being made at your institution to change your program(s) for middle level teachers in the near future? ☐ Yes ☐ No If so, please explain.

11. Check if your institution has special programs or courses for middle level (middle/junior high school):

☐ Principals ☐ Counselors ☐ Other Support Personnel. If so, please describe.

12. Any comments.

Please attach any materials that would help others understand middle level teacher education at your institution and return this form in the enclosed self-addressed envelope.

_____ _____

Name and Title of Person Completing Survey Date

_____

Name and Address of Contact Person for Further Information

FUTURE THINKING: A SURVEY OF TEACHER PREPARATION AND CERTIFICATION AT THE MIDDLE-LEVEL IN ILLINOIS

Name of Institution: _____ [ ] State [ ] Private

Location: _____

Current Enrollment in Teacher Education: _____

Does your institution have a special undergraduate training program for middle-level (middle and/or junior high school) teachers? [ ] Yes [ ] No Current Enrollment: _____

I. Future Thinking: Possible Scenarios

The following continuum offers eight possible scenarios relative to teacher preparation and certification at the middle-level. After reading each of the eight possible scenarios, **rank order the top three scenarios** as to their desirability for teacher preparation and certification at the middle-level in Illinois.

A	B	C	D	E	F	G	H
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Scenario A Continue current overlapping certification patterns with no change in requirements.

Scenario B Continue current overlapping certification patterns with some additional requirements relative to the middle-level but without any recognition under either certificate.

Scenario C Continue current overlapping certification patterns with requirements for teacher at the middle-level included under the elementary certificate as an approved option.

Scenario D Move to separate elementary and secondary certificates with requirements for teaching at the middle-level included under the elementary certificate as an approved option.

Scenario E Move to separate elementary and secondary certificates with requirements for teaching at the middle-level included under the secondary certificate as an approved option.

Scenario F Move to separate elementary and secondary certificates with middle-level requirements and recognition in the form of a distinct endorsement under the elementary certificate.

Scenario G Move to separate elementary and secondary certificates with middle-level requirements and recognition in the form of a distinct endorsement under the secondary certificate.

Scenario H Move to a separate and distinct middle-level certificate with its own specific requirements.

Other (Please specify):

II. Future Thinking: Possible Grade Configurations

If the state of Illinois were to move to the preparation and certification of middle-level teachers under a distinct middle-level certificate, the question of which **grades (ages)** the middle-level certificate should include becomes important.

The following list includes six grade level configurations possible under separate middle-level certification. After reading each of the six possible configurations, **rank order the top two configurations** as to their desirability for teacher preparation and certification at the middle-level in Illinois.

Grade Levels Configurations

5-8	[ ]	5-9	[ ]	Other (Please specify):
6-8	[ ]	6-9	[ ]	_____ [ ]
7-8	[ ]	7-9	[ ]	

III. Future Thinking: Professional Preparation

If there were to be either a distinct middle-level certificate or the recognition of middle-level under either an elementary or secondary certificate through endorsement or as an approved option, what should the **professional preparation** of middle-level teachers include?

The following list includes possible topics in two areas of teacher preparation--**professional education and field experiences**. After reading the topics under each area of preparation, please **indicate their desirability** for teacher preparation and certification at the middle-level in Illinois.

	Desirable		
	Yes	No	
Professional Education			**Other (Please specify):**
1. Developmental aspects of early adolescents	[ ]	[ ]	
2. Goals of middle-level education	[ ]	[ ]	
3. History of middle-level education	[ ]	[ ]	
4. Middle-level school organization	[ ]	[ ]	
5. Middle-level curriculum	[ ]	[ ]	
6. Middle-level instructional methods	[ ]	[ ]	
7. Interdisciplinary team organization	[ ]	[ ]	
8. Interdisciplinary teaching methods	[ ]	[ ]	
9. Team teaching in middle-level schools	[ ]	[ ]	
10. Teacher-based advisory programs	[ ]	[ ]	
11. Exploratory programs for early adolescents	[ ]	[ ]	
12. Reading for early adolescents	[ ]	[ ]	
13. Study skills for early adolescents	[ ]	[ ]	
Field Experiences			**Other (Please specify):**
1. Early field experiences in middle-level schools	[ ]	[ ]	
2. Student teaching in middle-level schools	[ ]	[ ]	

IV. Future Thinking: Content Preparation

If there were to be either a distinct middle-level certificate or the recognition of middle-level under either an elementary or secondary certificate through endorsement or as an approved option, what should the **content preparation** of middle-level teachers include?

The following list includes several options concerning the **number and amount of content preparation** at the middle-level. After reading each option, please **indicate which is most desirable** for teacher preparation and certification at the middle-level in Illinois.

Number and Amount of Preparation

[ ] One preparation of _____ hours

[ ] Two preparations of _____ hours/1st preparation

_____ hours/2nd preparation

[ ] Three preparations of _____ hours/1st preparation

_____ hours/2nd preparation

_____ hours/3rd preparation

Other (Please specify):

V. Future Thinking: Institutional Response

If the state of Illinois were to offer either separate certification, specific endorsement, or an approved option in middle-level education at the undergraduate level, **how would your institution react** in relation to offering such programs?

VI. Future Thinking: Additional Comments

What **additional comments** do you have relative to the preparation and certification of middle-level teachers in Illinois?

_____ _____

Name and Title of Person Completing Survey Date

_____

Name and Address of Contact Person for Further Information

Please return this form in the enclosed stamped self-addressed envelope.

Return to:

Dr. Thomas S. Dickinson
Department of Elementary and Junior High School Education
College of Education
Eastern Illinois University
Charleston, Illinois 61920

REFERENCES

McEwin, C. Kenneth and Alexander, William M. Report of Middle Level Teacher Education Programs: A Second Survey (1986-1987). Boone, North Carolina: Appalachian State University, [1987].

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